

INSPECTION REPORT

WESTFIELD PRIMARY SCHOOL

Woking

LEA area: Surrey

Unique reference number: 125117

Headteacher: Mrs M Ashby

Lead inspector: Mrs S Vale

Dates of inspection: 8th - 10th March 2004

Inspection number: 258375

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	219
School address:	Bonsey Lane Westfield Woking Surrey
Postcode:	GU22 9PR
Telephone number:	(01483) 764 187
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Muriel Tuckey
Date of previous inspection:	2 nd March 1998

CHARACTERISTICS OF THE SCHOOL

Westfield Primary School is situated in a residential area of Woking in Surrey. It has 210 boys and girls on roll and is about the same size as other primary schools. The school shares its site with Surrey County Arts, a local privately run playgroup, and is regularly used by other educational concerns. This is because it is situated on a large site as the school was originally built as a secondary school. The majority of pupils come from three housing developments that make up the area. A few come from outside the catchment area from other areas of Woking. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. There is quite a lot of movement amongst pupils with around a third of pupils in Year 6 not having been at the school since Year 3. There are approximately six per cent of pupils whose first language is not English, with five pupils in the early stages of language acquisition. There are currently five travellers' children although these numbers vary. The school has a good reputation for catering for pupils identified with special educational needs. This are increasing numbers of these pupils particularly in Year 2 and Year 6. In both classes nearly 60 per cent of pupils are identified as having special educational needs. There are seven pupils who have statements of special educational need, including physical, and behavioural difficulties. These numbers are well above national averages. The school has received the High Sheriff of Surrey's Numeracy Award in 2000 and a School Achievement Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22476	Mrs S Vale	Lead inspector	The Foundation Stage Art and design Design and technology Music
14347	Mrs J Lindsay	Lay inspector	
3574	Dr K Singh	Team inspector	Mathematics Science Physical education Religious education
8440	Mr S Beaumont	Team inspector	English English as an additional language Information and communication technology History Geography

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PART A: SUMMARY OF THE REPORT

This is an effective school with some good features. Children achieve well and make good progress because teaching overall is good. Very good provision is made for the large numbers of children with special educational needs. The school ensures that all children do as well as they can. Standards at the end of the Foundation Stage are generally in line, with children achieving above expected standards in numeracy and personal and social development. The large numbers of children with special educational needs in the current Year 2 and Year 6 affects standards, although they achieve well against prior achievements. This means that these children attain standards which are below average in English, mathematics and science in Year 2 and Year 6 but in other years where there are not so many pupils with special educational needs they attain standards which are in line with national averages. Good standards are reached in art. The leadership of the headteacher is good. The school is managed well on a daily basis. Governance is satisfactory. Links with the community are very good. The school provides satisfactory value for money.

The school's main strengths and weaknesses:

- The leadership provided by the headteacher is good.
- Teaching overall is good. It is of a high standard in the Foundation Stage.
- Teaching assistants work very hard and support children very well, this ensures that they achieve as well as they can despite the fact that many reach below average standards.
- Standards in the core subjects of English, mathematics and science are below average in both the current Year 2 and Year 6.
- There is very good provision for children with special educational needs.
- Provision for the Foundation Stage is very good. This enables children to make a really good start to school life.
- The curriculum is broad and balanced and supports the growing numbers of children with special educational needs well.
- There are very good links with the community.
- The range of opportunity for children in art is good and results in high standards.

Key issues for development identified in the last inspection report have been successfully tackled. Good assessment procedures are now in place and the school regularly uses self-evaluation to see where improvements need to be made. Pupils' progress is now individually tracked so that intervention strategies and extra help can be introduced where necessary. This is starting to have an impact on raising standards. Pupils are set individual targets and these are shared with parents. Teaching has improved with over three quarters of teaching being good or better. Standards in mental arithmetic have improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	D	D
mathematics	B	C	B	B
science	C	D	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 6.*

In the Foundation Stage many children are on course to exceed the early learning goals they are expected to reach by the end of Reception in numeracy and personal and social development. They benefit from high quality teaching and **achieve really well**. There are a small number of children who will not meet the expected levels in communication, language and literacy as their writing skills are not sufficiently developed. At the infant and junior stages children also **achieve well** although standards in English, mathematics, and science are below national averages in the current Year 2

and Year 6. The standards of more able and average ability pupils are as expected in other year groups. The growing numbers of children with special educational needs (in some classes well over half the class have special educational needs) and the small number of children with English as an additional language, make good progress. Children from travellers' families make satisfactory progress. Standards in information and communication technology are average, but children are benefiting from a broad programme of study. Together with good teaching, this means they are achieving well in lessons and progressing as fast as they can.

Children's attitudes to the school and their learning are good. Behaviour overall is good in and around the school. Their spiritual, moral, social and cultural development are **good** overall. Attendance is **satisfactory** and punctuality is **good**.

QUALITY OF EDUCATION

The school provides a **good** quality of education for its children. Teaching overall is **good**. It is of a high standard in Reception. All teachers have high expectations of what children can achieve and, as a result, their learning is challenged and they progress well. Priority is given successfully to promoting equal opportunities. Assessment procedures are greatly improved since the last inspection and used effectively to help plan children's programmes of work and to see where the greatest needs are. Support staff are used really well to help children acquire knowledge, skills and understanding. Teaching assistants work very hard and are paramount in the progress which children make. The curriculum provides a good range of activities that motivate all children to want to learn. There are very good opportunities for enrichment through extra-curricular provision as well as the use of visits and of visitors. Children are cared for and supported well. The school's partnership with parents is satisfactory overall and its links with the community are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management provided by the headteacher is **good**. Governance is satisfactory. The daily management of the school is good and enables everyone to get on with their tasks successfully. The school development plan reflects its determination to go on improving. Subject co-ordinators are knowledgeable and work hard to improve standards in their subjects through careful analysis of children's achievement and analysing priorities for development. The school analyses data very carefully so as to bring about improvements. High priority is given to staff development and training, and there is regular monitoring of teaching and learning by the senior management. This ensures that staff are consistent in their approach and that children receive good support.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the quality of education their children receive. They are particularly happy with the support given to children with special educational needs. A small but significant number of parents would like to be able to have a more open dialogue with the school and the school is looking into this. The children are very pleased to be at the school, knowing that they feel valued and helped to do well in their learning. Children in particular like the responsibilities which they are given, such as being on the school council or the charities committee, and the jobs of helping younger pupils.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

Improve standards in:

- Writing in English.
- Investigative and problem-solving in mathematics.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in English, mathematics and science are below the **national averages** at the end of the current Year 2 and Year 6. This is because of a high proportion of pupils having special educational needs and a large number of pupils joining and leaving school. Up to a third of pupils in Year 6 were not at the school in Year 3. The standards of more able and average-ability pupils are as expected but a large number of pupils with special educational needs bring the overall standards below the national average. Years 3, 4, and 5 pupils' standards are better than Years 2 and 6 as these cohorts have fewer pupils with special educational needs. All pupils, including those with special educational needs achieve **well**. Pupils whose mother tongue is not English speak English fluently and achieve standards similar to their English-speaking peers, as do children from travellers' families.

Main strengths and weaknesses

- Standards attained in Year 6 and Year 2 is below average in English, mathematics and science.
- Standards in writing in English and in investigative and problem-solving in mathematics need to be developed further.
- Despite not attaining the expected standards, overall achievement is good from Reception to Year 6.
- Pupils identified with special educational needs make good progress and they achieve well.

Commentary

Starting school

1. When children start school in the Reception class, their knowledge, skills and understanding are below those expected for children of this age. Their numerical skills are better developed than any of the other areas of learning but writing skills are particularly weak.

The school's results in national tests

2. In Year 2 national test results of 2003, pupils attained well above average standards in mathematics. When compared with similar schools, pupils' standards were high and among the top five per cent of schools. The results show a steady improvement from well below in 2000 to well above average in 2003.
3. In the 2003 national tests, standards in reading were above average and below average in writing when compared with national averages and with similar schools. Girls performed better than boys in reading but this trend reversed in 2003 when boys did better than the girls. Writing is a weakness and the standards have been well below average in both 2001 and 2002 showing a slight improvement in 2003. However, the school is also aware that standards in writing could be better and has already implemented strategies for improvement. Standards in science were judged to be well above average in the teacher assessment tests.
4. The table below refers to the Year 6 national test results of 2003. Results in English are below the national average and below that of similar schools. In 2000, the results were above average but have declined to below average. Standards in mathematics have been above the national average consistently, except in 2001 when they were in line. Standards in science are above the national average and have fluctuated between below average to above average. When compared to similar schools, standards were well above average. No differences were noted between the attainment of boys and girls.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	D	D
mathematics	B	C	B	B
science	C	D	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 6.*

Inspection findings

The Foundation Stage

5. The children make good progress in the Reception class and by the time they are ready to start Year 1 of the National Curriculum, they have achieved well because teaching is very good and the learning opportunities are well planned for. In personal, social and emotional and mathematics, pupils attain standards that are above the levels expected for their age. In knowledge and understanding of the world, creative and physical development the children attain the expected levels at the end of the Reception class. However, standards of a significant minority are still below recommended levels at the age of five in communication, language and literacy.

Years 1 and 2

6. Pupils continue to achieve well in Years 1 and 2. **Standards at the end of Year 2 in reading are average. This represents a decline since the last inspection** and from the national test results of 2003 when results were above average. The standards in writing are below the national average and are similar to the test results of last year. This is also similar to **the standards found in the last inspection**. The school is fully aware of the need to improve standards in writing at the end of Year 2. Current standards of Year 2 pupils in science and mathematics are below average. This shows a decline since the last inspection and since the recent national test results. This is because the current cohort has a substantial number of pupils who have special educational needs. Additional support through the introduction of the early literacy strategy and booster classes is improving achievement and thereby standards. No differences were noted between the achievement of boys and girls in Years 1 and 2.

Years 3 to 6

7. The good levels of achievement are maintained in Years 3 to 6. However, the standards of the current Year 6 pupils are below average in English, mathematics, and science. This is because of a large proportion of pupils with special educational needs and a number of pupils entering the school during the year with low standards. More able and average-ability pupils attain the expected levels in all three subjects, but their overall results are lower than the national average because of the low standards of the large number of pupils who have special educational needs. Strategies such as additional literacy, homework club, teaching in ability groups and additional support provided by trained teacher assistants, are having a positive impact on pupils' learning. Standards of Year 3, 4, and 5 pupils are better than the Year 6 pupils because of the fewer number of pupils with special educational needs. No differences were noted between the achievement of boys and girls, nor between different groups of pupils. Standards of pupils who have special educational needs vary but they are well supported and they achieve well against their prior achievement.

Whole-school issues

8. Standards in art and design are above the national expectations at the end of Years 2 and 6. Standards attained in information and communication technology, design and technology, history, geography and music meet national expectations at the end of Years 2 and 6 and achievement is good. Standards in religious education meet the expectations of the locally agreed syllabus at the end of Years 2 and 6. No judgement could be made about standards in physical education but a good range of after-school clubs and swimming for all pupils enriches the curriculum.
9. Pupils use their literacy and numeracy skills satisfactorily across the curriculum. For instance, in history, geography, religious education and science lessons, teachers highlight the key vocabulary that is to be the focus for the lesson. Pupils ask and answer questions and develop their speaking and listening skills and use their writing skills to record their work. Numeracy skills are used well to promote scientific understanding. Pupils use their literacy skills well to write about their experiments. The pupils' information and communication technology (ICT) skills support achievement across the curriculum in subjects such as mathematics, science, English, religious education and history. The school is focusing on a more planned approach to develop the use of skills across subjects.

10. Pupils with special educational needs achieve consistently well and, by the end of Year 6, achievement is good in relation to their prior attainment. The school identifies pupils at an early stage and looks for any concern that would hinder learning, such as difficulty in settling down to a task. Pupils then receive carefully planned work on an individual and/or small group work basis in the classrooms or withdrawal groups. Progress is closely checked against their detailed and well thought out individual education plans. These plans contain a manageable number of targets for literacy, numeracy and behaviour that are easily measurable so that pupils, parents and teachers can see how much progress has been made. Pupils also receive positive support from teacher assistants, which enable them to make good progress. They work closely with pupils, explaining details about their work and ensuring they stay on task. They take small groups out to teach literacy and numeracy skills. The tasks are pitched at the right level of difficulty and as a result, achievement is consistently good.
11. There are only a small number of pupils whose mother tongue is not English and they are fluent in English. Their achievement and attainment is similar to their English-speaking peers. There are no differences in the attainment of a small number of pupils who are from Black Caribbean, Black African, and Asian or Eastern European heritage.
12. The number of pupils who come to the school speaking English as an additional language has risen over the last three years, most of these come from European countries. Very few pupils are at an early stage of learning English, and therefore achieve as well as their peers.
13. There are currently five children from travellers' families in the school. Their attendance is erratic and affects the standards which they attain. They achieve well in the literacy and numeracy groups, where they can be taught in small groups, so that their individual needs can be catered for more fully.

Pupils' attitudes, values and other personal qualities

Attendance levels are **satisfactory** and punctuality is **good**. Pupils' attitudes to all aspects of school life are **good** and the behaviour of the majority of pupils is **good**. **Satisfactory** provision is made for pupils' spiritual development. Their moral, social and cultural development is **good**.

Main strengths and weaknesses

- There is no unauthorised absence, although pupils from travellers' families have less than 80 per cent attendance.
- Pupils show a very high level of interest in all aspects of school life.
- Older pupils are very willing to take on responsible roles.
- Pupils are encouraged to think of others and to work together for the benefit of the whole community.
- Pupils behave well and relationships are good.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.4%
National data	5.4%

Unauthorised absence	
School data	0.0%
National data	0.5%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean

Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
169	2	0
4	0	0
2	0	0

Mixed – White and Asian	6	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	3	0	0
Any other ethnic group	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Commentary

14. The attendance statistics are in line with national averages and there has been a slight improvement in the figures since the previous inspection. There is only a very small amount of unauthorised absence. This is because the great majority of parents contact the school when their child is absent and there is very little parentally-condoned absence. Although some parents do remove their children for holidays during term time, the school discourages this practice and it is not yet a cause for concern. Pupils are nearly all in school on time in the mornings and so there is a prompt start to the day.
15. The positive attitudes that were seen during the last inspection have been maintained and nearly all parents who responded to the pre-inspection questionnaire stated that their children like coming to school. Pupils of all ages show a very high level of interest in what they are doing whether it is the youngest children role-playing in the 'doctor's surgery' or older pupils constructing sentences in a literacy lesson. Pupils are also very enthusiastic about other aspects of school life such as the extracurricular clubs or the jobs around the school they volunteer for. Year 5 and Year 6 pupils have a particularly wide range of responsibilities that they undertake with gusto and perform very well. These include formal roles such as house captains and prefects as well as less formal jobs such as corridor monitors or assisting with younger pupils. This helps all pupils to understand the responsibilities and benefits of living in a community. Even the youngest children are awarded citizenship points if they are kind to each other, for example giving up their place at the computer for another child to have a turn. Consequently, relationships throughout the school are good amongst pupils and between staff and pupils.
16. Behaviour is generally good, with some very good behaviour seen during assembly and at lunchtime. The great majority of parents feel that behaviour is good and that there is very little bullying. However, there are some pupils with special educational needs who have very challenging behaviour and although the school works hard to support these pupils, at times their behaviour is a barrier to their learning. There have been two recent short-term exclusions, which is one more than at the time of the last inspection, but in both cases, exclusion was deemed the only appropriate punishment for the pupils' unacceptable behaviour.
17. All forms of harassment are handled well by the staff and pupils feel sure that if anyone did bully or upset them that the situation would be resolved. For example, although rare, racist incidents are taken very seriously so that pupils understand what language and actions are unacceptable.
18. The provision for pupils' spiritual awareness is satisfactory. It is enhanced through assemblies when pupils are given the chance to reflect on the words of a prayer selected from a book a pupil had brought in. They also have the opportunity, in religious education lessons, to think about much wider issues such as world peace and how it can be achieved. In addition, they have the chance to appreciate the beauty of art and music through projects such as designing a stained glass window and participating in music festivals.
19. Pupils are consistently encouraged to think of others and to respect their views even if different from their own. As a result, pupils listen well to each other and are polite and courteous to their friends and other adults. They have a good sense of citizenship and this is enhanced through a bright display giving ideas about how to be a good citizen. Achievement assemblies celebrate those who have been kind and polite as well as those who achieved academically and there is also a charity committee that organises events and raises donations for a variety of causes. The outcome of the good provision for pupils' moral and social development is that behaviour and relationships in school are good and this contributes to a good climate for learning.

20. Pupils also have good opportunities to learn about other cultures and to celebrate their festivals. Visits are made to a local mosque and synagogue and visitors come in from a variety of local churches and Christian groups. Pupils also have a wide exposure to cultural events such as participating in the Classical Roadshow and other large music festivals held in Surrey and London.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are **good** throughout the school. Teaching has improved since the last inspection. There are significant strengths in the quality of teaching in the Reception class and it is of a consistently high standard. Assessment procedures are much improved and are now **good**. Pupils' progress is tracked effectively and good action taken to address individual needs.

Main strengths and weaknesses

- The overall quality of teaching is good and has a positive impact on pupils' achievement.
- Teachers teach basic skills in English and mathematics well.
- Pupils who have special educational needs receive good support from knowledgeable and well-trained teaching assistants, which contributes to the achievements and inclusion of pupils in all aspects of the curriculum and school life.
- Assessment procedures are good and much improved since the last inspection. Individual pupils' progress is tracked and test data effectively analysed to identify those that need extra support.
- Behaviour management is generally good and teachers insist on good standards of behaviour, however, there are occasions when pupils do not behave as well as they should.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	9 (22%)	23 (56%)	8 (20%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

21. The table above indicates the quality of teaching seen across the school. Teaching and learning are good. There has been an improvement in the percentage of good and better lessons seen since the previous inspection. There is consistently high teaching seen in the Foundation Stage, this allows children to achieve well and to be well prepared for when they start the National Curriculum. Pupils who speak English as an additional language, travellers' pupils and those with special educational needs receive good teaching as well. Good attention is given to planning and the use of literacy and numeracy skills across the curriculum. Teachers promote the use of information and communication technology skills across the curriculum and in subjects such as history and science.
22. Teaching for pupils who speak English as an additional language is good. If pupils arrive with very little English, their needs are assessed quickly, and effective individual support is given. Teachers make good use of visual materials in their teaching, and are careful to increase the pupils' vocabulary, understanding and confidence in using English. This helps the pupils to make good progress. The Special Needs Co-ordinator manages the provision for pupils who speak English as an additional language well. She involves specialist teachers and home language speakers very effectively, and ensures that the needs of the pupils are met throughout the school.
23. Teaching and learning is good overall in both classrooms and in withdrawal groups. Teacher assistants are very well trained and they provide very good support in class and in literacy and numeracy lessons. Pupils' individual education plans written by their teachers identify specific and achievable targets. These targets are shared with teacher assistants, parents and pupils. Teaching and learning is based on these targets and work provided is well matched to pupils' needs. Pupils' progress is monitored and targets are reviewed

termly. As a result pupils make good progress. Pupils' statements of need are reviewed annually according to the code of practice requirements.

24. Assessment is good. The school has improved assessment procedures to track pupils' progress in English, mathematics and science. Test results are analysed carefully and from these, predictions of pupils' performance and targets are set. These targets are shared with pupils and parents. Assessments of pupils' skills, knowledge and understanding are regularly undertaken. Assessment in other subjects is variable. Marking of pupils' work is good and helps pupils to improve. The good assessment allows pupils' individual needs to be catered for and enables individuals to achieve as much as they are capable of. Assessment procedures in the Foundation Stage are very good. Individual children's progress and achievement are carefully tracked and work planned very well to support their learning. This is effectively carried out by the very good support which they receive from the class teacher, teaching assistants and the large number of volunteers who support in Reception and, without whom, such rapid progress would not be possible. This is particularly true for pupils with special educational needs and is why they achieve well despite reaching low standards.
25. Good relationships and an insistence on high standards of behaviour means pupils have positive attitudes to learning and they enjoy their lessons and behave well. However there are occasional lapses in pupils' generally good behaviour. The school deals with these incidences very well and soon has pupils back on track.

The curriculum

Provision for meeting the curricular needs of pupils is **good**.

The school provides a wide range of teaching and learning opportunities, which meet the requirements of the National Curriculum, and the Surrey Agreed Syllabus for Religious Education. Teachers and curriculum co-ordinators carefully plan what is to be taught when, and at what level and this helps pupils make good progress. The quality of the curriculum has improved since the last inspection. There are sufficient teachers, and a high number of teaching assistants. These work very well together, and have a very positive effect in helping pupils to achieve. All teachers make very good arrangements for their classes to visit places of educational interest, and invite visitors into the school to share their talents. There is a good range of lunchtime and after school clubs, and these are well attended. The accommodation is very good, and there are very good outdoor facilities, and these are used well. There are good resources for all subjects, and these have been improved since the last inspection. There has been a notable increase in number of computers and other resources for information and communication technology.

Main strengths and weaknesses

- Very good use is made of visits out, and of visitors coming in to make learning come alive; and the good range of out-of-lesson activities provided.
- Provision made for pupils with special educational needs, ensuring that they are included in all the activities of the school.
- The quality of teaching given by teaching assistants and other adults in the school.
- Very good accommodation and the good use made of it.
- Although there has been development of what is being taught, there is no overall statement as to where the school's emphasis is, and not enough innovation to bring more creative ways of learning across all subjects.

Commentary

26. Teachers plan children's learning in the Foundation Stage very well, based on the national guidelines and adapted very well to the children's needs. The planning of work for pupils in Years 1 to 6 is good, with work carefully staged to make sure that skills are built on in the right order. What is taught covers national requirements, and is balanced in that appropriate time is given to the various subjects.
27. Teachers of all classes use local and more distant visits to involve their pupils in their own learning. These visits are closely linked with what is being taught. A good example of this is in the visit to Samuel Pepys' Garden and the Monument by a Year 2 class as part of their study of the Great Fire of London. Pupils from Years 4, 5, and 6 enjoy residential visits built around particular areas of learning. Very good use is

made of opportunities to take part in local events. Recently, pupils helped paint the huge backdrop for the music festival in the Dorking Halls, as well as taking part in the singing. Authors, artists, engineers, and musicians come into the school to work with pupils and this raises expectations and leads to work of high quality. There is a wide selection of sporting and other clubs, ranging from astronomy to rugby for pupils in Years 3 to 6. There is a football club for pupils in Years 1 and 2. These are well attended, and together with the homework clubs give wider opportunities to the pupils and help raise standards.

28. The curriculum provided for pupils with special educational needs is very good. Pupils have very well-constructed curriculum plans to meet their needs, but they are also fully included in the total life of each class, and the whole school. Similarly those pupils who have English as an additional language get good individual support and are involved in all the activities. Curriculum provision for pupils with special educational needs is very good and all pupils have an equal access to all planned experiences.
29. Teaching is modified and adjusted to meet pupils' needs. Teachers and their assistants support them in all areas of the curriculum. Year 5 and 6 pupils are well supported through withdrawal groups in English, mathematics and science. Additional support is available for those pupils who have a statement of need. The special educational needs co-ordinator provides very good support to teachers and teacher assistants for planning tasks and activities.
30. Teachers plan lessons very carefully and their teaching assistants have specific tasks in supporting individuals, or in working with groups. They are clear as to what is needed and are very effective in improving the quality of learning. They know the pupils well and several are studying for teaching qualifications. The technician for ICT gives very valuable support, and ensures that the computers actually work. Other adults regularly hear pupils read, and this helps to increase the pupils' skills and confidence.
31. There is very good accommodation, allowing specialist rooms to be used, notably for ICT and music. Although some classrooms are small, good use is made of adjoining spaces, which means that the curriculum can be taught. Outside playgrounds and grassed areas are very good. These are well used not only for physical activities but also as an outdoor classroom, particularly for geography and science.
32. The school gives suitable emphasis to the teaching of English and mathematics. It also gives more time to art and physical education, which gives it individuality. However, the governors have not adopted an overall curriculum policy which states the particular emphasis that the school gives to various curriculum areas. The headteacher and deputy have worked with curriculum co-ordinators in adapting national strategies and suggested schemes of work to the particular needs of Westfield, and these are beginning to have a positive effect. The headteacher is looking to bring more creative ways of learning and stronger links between subjects, but this has not yet been achieved.

Care, guidance and support

The provision made for pupils' care, welfare, health and safety is **good**. Pupils receive **good** levels of support, advice and guidance based on monitoring. The involvement of pupils through seeking, valuing and acting on their views is **good**. Standards have been maintained at the levels seen at the last inspection.

Main strengths and weaknesses

- Child protection procedures are good.
- All staff have training in first aid.
- Staff are very caring and know the pupils well.
- Pupils have confidence in the adults in the school.
- There are effective procedures to involve pupils.

Commentary

33. There is a comprehensive child protection policy in place that is appropriately based on local authority guidelines. The designated child protection co-ordinator is well trained and there are plans for a second member of staff to undergo formal training. Staff are aware of the school's procedures should they have any concerns about a child, although some support staff, such as midday supervisors, have had no recent specific training in child protection matters.

34. Health and safety procedures are good and governors are fully involved in carrying out risk assessments. However, there has been no recent local authority involvement in risk assessment. All the necessary checks are made on fire and electrical equipment. All staff recently underwent training in first aid and the school keeps appropriate records of all accidents and illnesses.
35. Pupils are well supported in school as a result of staff knowing them well. Their personal development is formally monitored through the end of year written progress report and pupils who require additional support, perhaps because of challenging behaviour, are more closely monitored through pastoral support plans or behaviour report cards. In addition, pupils are aware of their personal targets which could be academic, such as to complete four sentences in literacy, or social, for example to behave well in the playground. Parents are confident that the school helps pupils to become mature.
36. Pupils feel secure in school because of the very caring attitude of staff and they list a range of adults they would talk to such as their teacher, the midday supervisors or the headteacher, if they had concerns.
37. Parents are well informed about their children's progress. They know their children's targets for learning in the individual education plans and statements. Parents are happy about the way the school supports them and their children. However, those parents who do not come to the school to discuss their children's progress or share the targets in the individual education plans are not fully involved. The school needs to further explore ways to involve these parents in their children's learning. There are a small but significant number of parents who would like to be able to have a more open informal dialogue with the school.
38. The school council is a good forum for pupils to air their views and to represent the ideas of others in their class. Pupils get the satisfaction of seeing their ideas come to fruition, such as the decorated flower tubs that have enlivened the playground. Circle time and other periods when pupils can discuss issues also help pupils to feel fully involved in the life of the school.
39. The induction arrangements for children starting school are good with a number of visits arranged before they join and meetings for parents to introduce them to the school. As a result, children settle well as do older pupils who join the school in Year 3 and nearly all parents feel that induction arrangements are good. There are good links with external support services particularly with the behaviour management support service.

Partnership with parents, other schools and the community

The school has **satisfactory** links with parents. There are **very good** links with the community. Links with other schools are **satisfactory**.

Main strengths and weaknesses

- Parents generally have positive views of the school.
- Some parents would like more opportunities to view their children's work.
- There are limited formal methods of seeking parents' views.
- There are some minor omissions from the prospectus and governors' annual report.
- The school has developed very wide and valuable links with the community.

Commentary

40. Parents, who completed the questionnaire, attended the pre-inspection meeting and those who wrote specific comments are generally pleased with most aspects of the school but particularly how approachable staff are, and that their children are treated fairly. Inspectors would agree with these views. A small number of parents feel that they would like more information on the progress their children are making and that the school could seek the views of parents more often. The evidence from the inspection is that the quality of the annual written progress report is good and the document is individual to the pupils and informative. In addition, parents have formal consultation meetings and teachers are accessible for informal talks at other times. There is scope, however, for the school to seek the views of parents on a more formal, regular basis. Some parents would also value more opportunities to see their children's work or to attend class assemblies so that they can be involved in celebrating their children's achievements.

41. There is now a system of informing parents about what their children will be learning but the school accepts that due to staff changes this has not been quite as consistently produced as it should have been.
42. The prospectus and governors' annual report to parents are generally satisfactory although due to an oversight the prospectus did not include the latest attendance figures and the governors' report will need to give more information about plans to increase accessibility for the disabled, a report on progress on the Action Plan following the inspection and more detailed information relating to targets for pupils in English and mathematics.
43. Parents make a satisfactory contribution to their children's learning at home and at school. Many, although not all, help with homework tasks such as listening to their child read, and others provide valuable support accompanying visits and helping walk pupils to the swimming pool. A good number of parents volunteer to come in to help in school, especially with the younger children. In addition, the Parent Teacher Association is active and provides regular donations that have been used to enhance the computer suite, as well as the outdoor environment.
44. The school's links with the local community have improved considerably since the previous inspection. The very wide range of visitors who come in, and the visits that pupils undertake, have done much to enhance the curriculum for pupils and to broaden their experience of the wider community. For example, there are sporting links with local clubs, strong music, art and literature links through involvement in festivals, major art projects and visiting authors. Other visitors have included the police liaison officer, a road safety officer and the fire brigade. Parents from other cultures and grandparents with memories of World War Two have come in to share their experiences. Each term a very wide range of visits, including some residential trips, is arranged for each class to tie in with and to enhance the topic they are studying. For example there have been visits to a variety of London museums, Fishbourne Roman Palace and Hampton Court. In addition, the school premises are very widely used by the local community particularly for music lessons, sport and drama.
45. There are adequate links with other schools and playgroups. Pupils move on to a variety of secondary schools and they are given the opportunity to visit and to meet some of the staff beforehand, although there are not yet any curriculum links with these other schools. Similarly, before the youngest children start, they are introduced to their teacher and many are familiar with the school already as they attend the private playgroup that shares the school's premises. As a result, pupils make a smooth transition from one stage of their education to the next.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. Governance of the school is **satisfactory**.

Main strengths and weaknesses

- Leadership of the school and day-to-day management of the school are good, and remain similar to judgments made at the time of the last inspection.
- The supportive governing body is knowledgeable about the strengths and weaknesses of the school.
- The school's own self-evaluation is used effectively to set priorities for the school development.
- The school's self-evaluation is behind the recent initiatives and changes to the curriculum, which have been instigated in order to raise standards in literacy, and to cater for the very wide range of abilities within the school.

Commentary

46. The headteacher has a clear vision of the challenges which lie ahead and of what needs to be done in order to raise standards. She has implemented some new strategies and changes since the last inspection and these are starting to have a positive effect on raising attainment. The headteacher shares her vision and priorities with all staff and the governing body. They work hard to promote strategies to overcome difficult issues such as the large numbers of

pupils' mobility and the increasing numbers of pupils with special educational needs. She has created an effective team who are aware of the need to raise standards, particularly in literacy. They have successfully already achieved the raising of standards in mathematics and have received the Sheriff of Surrey's award in 2000 for this and a School Achievement Award in 2002. The headteacher and senior staff are committed to running an inclusive school.

47. The headteacher regularly monitors teaching and learning in lessons. The information gained, through both formal and informal observations, has enabled the school to determine how the curriculum and teaching and learning in the school should be developed. This in turn has ensured a good quality of teaching and learning throughout the school. There is an effective and knowledgeable senior management team that is supporting the headteacher well.
48. The management of the school is good. The headteacher undertakes rigorous school self-evaluation and uses the findings effectively in moving the school forward, this is starting to have an impact on improving standards.. There are regular reviews of performance data and appropriate action taken to ensure that the information found is fully acted upon. For example, the school identified the need to improve pupils' writing, therefore they have given greater emphasis to this within the school day. There are intervention groups throughout the school to give extra support where needed to individuals. The newly created literacy groups across Year 5 and Year 6 and between Year 3 and Year 4 have been instigated to give extra help and support where it is needed most and to help to raise standards. Teaching assistants along with class teachers have had good training and work hard in making these groups a success. This in turn has resulted in staff being more aware of pupils' learning and they are starting to raise standards. There is a real commitment by both staff and governors to the school.
49. The governing body understand the strengths and the weaknesses of the school. Many come in regularly and listen to children read. The governor with specific interest in mathematics has worked closely with the mathematics co-ordinator to improve standards in mental arithmetic. Governors ensure that statutory requirements are met, and understand their roles and responsibilities. Governors work in a supportive role. Along with the headteacher they review performance data but rely on the school alone to make decisions about future improvement.
50. Provision for the growing numbers of pupils with special educational needs is very good. In Year 2 and Year 6 classes just under 60 per cent of the children are identified as needing extra support. The special educational needs provision is led by the special educational needs co-ordinator. This ensures the area of special educational needs has a high priority and reflects the school's aspiration to be a fully inclusive school. The development of well-informed, effective teamwork is a strength in relation to provision for pupils with special educational needs, and results in good achievement. The management of special educational needs is also very good. The quality of provision and the impact this has on the achievement of pupils is monitored systematically. For example, the school analyses the results of pupils with special educational needs in national tests at age seven to see if provision is having an impact on the standards they achieve. Teaching assistants are well deployed and receive appropriate training. Resources are deployed effectively to the benefit of all pupils including those with special educational needs.
51. The special educational needs co-ordinator provides **very good** leadership and manages the service very well. A register is kept of all pupils who have a statement of need and those who have special educational needs. Additionally a list of pupils causing concern is also kept and these pupils' progress is monitored. From school documentation it is evident that pupils make good progress and are moved from stages of learning as and when required. The co-ordinator supports staff, if required, in writing individual education plans and monitors and reviews pupils' progress against them. Teacher assistants are very well trained and are fully involved in supporting these pupils. Good liaison has been established with professional agencies to support pupils as and when needed.
52. The principles of best value are used to ensure that the school compares itself to other schools and decisions made aim to improve pupils' attainment.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	655,150.00
Total expenditure	645,233,78
Expenditure per pupil	2828.23

Balances (£)	
Balance from previous year	44,671
Balance carried forward to the next	44,671

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**. Most children begin school with some pre-school experience, often from the private playgroup which is run on the school site. However their attainment on entry is below what is achieved by most children when they start school. There are close links between the playgroup and the Reception class, and there are joint celebrations between them three times a year. Children enter the Reception class in a staggered intake during the autumn term. There are good arrangements for new entrants. Children are invited in to school the term before they start so that they can have a 'taster' of what Reception is like. This is very helpful both for children and parents. There are also parents meetings where parents have the opportunity to ask questions and to learn about the early year's curriculum. Because of a consistently high standard of teaching by both the teacher and support staff, all children make good progress during their time in Reception and achieve well. There are very good systems for ongoing assessment and tracking of pupils throughout the Foundation Stage for all the areas of learning. Systems for identifying pupils with special educational needs are also very good, and they are well supported throughout their time in Reception, so that they achieve as well as they are able. The Reception class have good classroom accommodation and a stimulating outside play area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Well planned activities such as the 'Doctors' surgery' and the 'building site', help develop children's relationships. These activities along with easily understood routines help children feel confident and make good progress.
- Staff provide good opportunities for children to work independently and to co-operate with each other; they set children a very good example of how to treat other people.
- The development of childrens' personal, social and emotional skills are given a high priority, and allows children to settle into the stimulating learning environment quickly.

Commentary

53. There is a very good balance of directed activities, group activities and free play and staff help children to develop their ability to stay with an activity and to develop their concentration. For example, one child concentrated for a very long time when playing with the miniature building toys. She showed a mature level of sustained concentration well beyond her age. There are regular times for social activities, for example, playing together in the 'Doctors' surgery' and in the outside 'building site'. Children are encouraged to be independent in their learning and to choose resources and activities for themselves. This works well and allows them to develop a mature attitude. By the time they reach the end of the Reception year, children have developed good habits of work and play and are preparing well for the work they will do in Year 1. All children are encouraged to help tidy the classroom and take a pride in their surroundings. Staff are positive in their response to pupils' achievement; they value every child regardless of ability and give whatever support children need to develop their confidence in themselves as successful learners. Children achieve well mainly due to the good quality of teaching they receive. The majority of children will reach the early learning goals in this area of learning by the end of the Reception year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- All staff are really knowledgeable about how to help children's language development, including that of children whose spoken language is not so well developed.
- Careful attention is given to the learning of reading and children learn how to write in cursive script right from when they first start school.
- Teaching and learning are consistently good.

Commentary

54. Regular group activities in which children are encouraged to speak and listen, quickly help them develop the confidence to take part in a wide variety of activities. Good teaching methods, such as the setting up of the 'Doctors' surgery' and 'building site' give further opportunities for children to develop their language skills informally and staff intervene well to encourage children's spoken language. The complexity and fluency of children's spoken language continues to develop as they move through the Reception year and they become more aware of the need to adapt their speech for different situations.
55. Children are introduced to books from when they first start school and they are encouraged to take books home and to share them with their families. By the end of the Reception year children choose and handle books with enjoyment and make a good start on their reading skills.
56. The majority go on to practise clear and correctly formed joined up writing. Staff help them take a pride in what they write and encourage them to make up and write their own sentences. At the current stage in the year writing is still in its earliest development, and some children are still only making marks on paper. One child writes out (a series of marks on paper) prescriptions in the doctor's surgery, another makes appointments for patients.
57. Not all children will reach the early learning goals in this area, although the majority will. Many will achieve the early learning goals in reading, mainly due to the good emphasis which the Reception class put on the enjoyment of books. Around a quarter of the class will not achieve the early learning goals in writing. However, they all make good progress and the levels of attainment they reach represents good achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers give children practice in many different ways on the number work they do.
- Children are encouraged to be interested in numbers from when they first start school, and many choose number activities of their own free choice.
- Every opportunity is taken to use number and the language of measurement and shape throughout all activities during the day.

Commentary

58. Teaching and learning are good in this area of learning and therefore children achieve well. Reception children can identify numbers up to 20. A very good example of this was a free choice activity outside, where children put numbered stones into the right order and then took on the role of a postman to deliver letters to the correct number. In another example, two children choose to play with the giant abacus and to write down sums which they made up. They knew that $5 + 5 = 10$ and that $9 + 1$ and $8 + 2$ also make 10. This is good attainment for children of this age. Teachers and support staff intervene well to ensure children do not miss opportunities to practise mathematical skills. In one excellent lesson children were learning about the days of the week, seven children held the seven names and everyone read them, but then they realised that when you reach the end you have to start again because days follow on from each other, the teacher allowed them time and the opportunity to think of a solution for themselves. This they successfully did by working out if they moved themselves into a circle then the days went on continuously. Every opportunity is given to encourage children to recognise and use numbers. Most children will exceed the early learning goals in mathematical development by the end of the stage.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- There are very good opportunities for activities which encourage first-hand, practical experiences.
- The stimulating learning environment develops pupils' interests and curiosity.
- There are many opportunities for building and creating things.

Commentary

59. Many opportunities are provided throughout the Foundation Stage for children to learn about the roles of people who are important to them; the latter are well reinforced through dressing up and role-play. In a good physical development lesson children chose a hat and showed how people would move them. There are also good opportunities for children to develop a great understanding of the world around them. For example, children were experimenting with magnets and were fascinated by what the magnets could do, they achieved well. This also encouraged good spoken language development from this activity. Children have good access to computers and many show confidence and skill, and surprisingly high levels of concentration in the way they use them. They can use the mouse confidently and are able to create pictures using shapes; they can move items around the screen and change colours, and count objects up to ten correctly. This is good attainment for children of this age.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **good**.

Main strengths and weaknesses

- Children have access to a good range of activities that help them develop fine hand movements and co-ordination.

Commentary

60. Children have access to some climbing equipment and enjoy physical activity during their physical education lessons. There is a wide range of activities on offer to give children practice in manipulating small toys, building materials and tools and they use pens and paintbrushes well. Many can double-click computer mouse buttons. When using apparatus in physical education lessons, Reception year children are very confident and the very good support and encouragement they receive from teachers and classroom assistants help them develop confidence and co-ordination. Children behave very well and achieve well and teachers have good management strategies. The majority will reach the early learning goals in this area of learning.

CREATIVE DEVELOPMENT

61. It was not possible to make an overall judgement of provision or standards in creative development. Some simple drawing and spontaneous role-play was seen, some singing games in numeracy and some movement games during physical education lessons. Children in Reception join their friends in Year 1 and Year 2 for assemblies and keenly join in singing and achieve well with the older pupils. Scrutiny of evidence shows that children do have the opportunity to paint and design and there are some delightful designs of Robots made out of boxes and other junk items.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in writing are below those achieved nationally.
- The quality of teaching is good and this helps pupils to make satisfactory progress.
- Teachers insist that pupils use the English skills they have in other subjects.
- There are good strategies to teach and encourage reading.
- Very good use is made of teaching assistants and other adults to raise standards.

Commentary

62. Standards in the current Year 2 and 6 are below those achieved nationally, but in other classes they are broadly in line with what is expected for pupils of their age. Standards in writing are lower than those in speaking and listening, and in reading. Achievement is satisfactory. In the last inspection standards were judged to be in line with those gained nationally at the end of Year 2, and above them at the end of Year 6. Results from the National Curriculum tests taken in May 2003 show that there was a considerable decline in standards in English at the end of Year 2 and in Year 6 since the last inspection. Analysis shows that this was mainly because of lower performance in writing. The school has carefully considered reasons for this, and over the last year has focused teaching to ensure that it improves. They have bought in external advice, arranged whole school training days, and are using new materials and ways of teaching to correct this, and bring writing standards back to what they were previously. Pupils in Years 3 to 6 are now put into closer and smaller ability groups for English. There are homework clubs for Years 2 and 6, during which pupils are given additional teaching to boost their performance. All this is having a very positive effect. Standards have improved since last year, but still need to improve further.
63. The quality of teaching is good in both Key Stages. Teachers have a good understanding of English and they follow the national guidelines of how it should be taught effectively. Teachers plan their work well, and each lesson has very clear aims as to what is to be learned. They know their pupils well and are careful to provide different work which is closely matched to pupils' needs. Teachers use questioning well to extend what pupils say, check on their understanding, and increase pupils' vocabulary. They arrange varied ways of putting pupils into situations where they must use their speech and writing to communicate with others. And this helps their learning. Teachers and other adults always give good models of speech for pupils to copy. Teaching assistants work hard and are paramount in the success which the literacy groups are starting to have in raising attainment.
64. Teachers of all subjects rightly insist that pupils use the English skills they have in their investigating, describing, and reporting. Very good examples of pupils writing in their own words were noted in religious education, history, geography, and science. This helps the pupils improve their writing, especially factual writing. Although handwriting is satisfactory overall, many pupils in Year 2 have very strange ways of holding their pencils, and sit in an unusual position. This slows their speed of writing and hinders progress. Spelling is also weak in Year 2, but is better in other year groups. Pupils also use computers to assist them in presenting their work. Pupils write in many styles, and there is good evidence of them writing poetry of a sensitive and imaginative nature. Although the quality of writing, especially factual writing, is improving, many pupils do not have enough confidence in themselves, and look for support and encouragement so as to be able to complete the tasks.
65. There are well thought out procedures for teaching reading. Pupils are taught phonics and other strategies to make sense of printing. There is a carefully graded selection of reading books which children choose from to extend their skills. Teachers and other adults regularly hear children read in school and there is a very good system where pupils take books home to read, and contact is made with their parents or carers. There is a good selection of fact and fiction books in the library, which pupils are able to borrow. Many pupils also belong to a local library. The school has invited famous authors to work alongside pupils, and arranged book fairs so that pupils can buy books. All these factors help children to enjoy reading and to make good progress.
66. Teaching assistants, directed by class teachers are very effective. They support individuals in the introductory sessions of a lesson, and work with groups very well. In Years 3 and 4, where year groups are combined and split into closer ability groups, they are particularly effective. In one lesson inspected the teaching assistant was working with a lower attaining group on letter writing, and the importance of addressing envelopes correctly. She got pupils to write cards to themselves with their own address, and then got them to post them.

67. The subject is satisfactorily lead and managed. The Curriculum Co-ordinator analyses the strengths and weaknesses, based on tests, and her own checking of standards. She reports these to the governors. Resources are good, and these have improved since the last inspection. There is good use of courses and other forms of professional development.

Language and literacy across the curriculum

68. Pupils have sufficient skills to enable them to learn in other subjects. They use their listening, speaking, and writing skills well in other subjects, and this is helping standards to improve.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards of attainment are below average at the end of the current Year 2 and 6.
- Pupils' achievement is good throughout the school because of the good teaching and learning.
- Insufficient emphasis on practical and investigative work.
- Leadership and management of the subject are very good.
- Planning, assessments, tracking of pupils' progress and the use made of this information are very good.

Commentary

69. In 2003, results in national tests at the end of Year 6 were above the national average and those of similar schools. Results for Year 2 were well above the national average and were in the top five per cent when compared to similar schools. The standards of the current Year 2 and Year 6 are below the national average. More able and average-ability pupils are working securely at the expected levels in mathematics. But the standards of the large proportion of pupils who have special educational needs are low. This means the overall standards are lower than the national average. The proportion of pupils who leave or join during the school year is also high and this impacts negatively on overall standards.
70. Pupils with special educational needs are well supported by teachers and teacher assistants and they achieve well. Boys and girls are currently making similar progress. The small numbers of pupils who are from minority ethnic groups, and travellers' children also do well. Pupils who speak English as an additional language are fluent in English and their achievement and standards are similar to their English-speaking peers.
71. By Year 2, most pupils count, order, add and subtract numbers to 20. They know the pairs of numbers that add to ten and the more capable can count in 2s, 10s, and 5s and are learning to divide by sharing a set of objects, as was seen in one very good lesson. They learn to tell the time using both digital and analogue clocks. By Year 6, most pupils are familiar with the four basic rules of number and apply what they know when they use their knowledge of fractions, decimals and percentages to interpret data from pie charts. They know four co-ordinates in all four quadrants. More regular emphasis on developing pupils' skills in problem-solving and investigative work would improve further achievement and standards.
72. Overall, teaching and learning are consistently good and, as a result, pupils' achievement is good. All teachers plan and organise lessons very well, providing appropriately challenging tasks that engage pupils' interest. The work is consistently linked to previous learning and this helps pupils to progress well. Questions are used very well to find out what pupils know and to challenge them to work out mental calculations accurately. Teachers' expectations of pupils' work and behaviour are high, the pace is good and appropriate praise motivates pupils in their learning. Books are very well marked and there are many encouraging comments. Pupils know their targets and have a good understanding of their levels of achievement and how to improve their work.
73. Teacher assistants are used very well to support pupils within classes and in withdrawal groups. They are very well trained and successfully teach groups of pupils independently. This enables the school to teach Year 5 and 6 pupils in smaller groups and in ability groups. As a result tasks are pitched at the right level

of difficulty and pupils of all abilities achieve well. The key issue of improving pupils' skills in mental calculations has been tackled well. Good, quick, focused mental sessions in the numeracy lessons are used well to improve pupils' skills in mental calculations. The strategies to improve pupils' skills in timestables are being implemented successfully and are having a positive impact, though there is still need to keep this aspect as a focus of improvement.

74. The subject is very well managed and led by an experienced teacher. The priority in the school development plan to improve the teaching of problem solving and investigative mathematics is appropriate. All staff work well together and share a commitment to raise standards. Assessment procedures are very good. Pupils' attainment is recorded and individual progress is tracked. The test results are analysed and information is used very well to provide additional support through teacher assistants, 'booster' classes and setting of pupils according to ability.
75. Since the previous inspection, the school has made good progress. The quality of teaching has improved from satisfactory to consistently good and so has pupils' achievement from satisfactory to good. Mental arithmetic standards have improved. Standards in Year 2 are below the national average, similar to the previous inspection. Standards of Year 6 have fallen from above to below the national average. This is because of a large proportion of pupils having special educational needs.

Mathematics across the curriculum

76. Numeracy skills are used satisfactorily in other subjects. In lessons, mathematical vocabulary is explained but more emphasis is needed to ensure pupils can understand word-problems. In science, pupils measure and record the growth of their plants. In information and communication technology pupils make good use of the database, create graphs and Venn diagrams. Numeracy skills are not consistently planned in history, geography and religious education. For example, Year 6 pupils could not tell the year Jesus was born. In art and design, pupils use shapes to design their pictures in the style of Mondrian. Pupils use their skills in design and technology to measure and design their artefacts.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Current Year 2 and 6 pupils' standards are below average.
- Pupils' achievement is good.
- The quality of teaching and pupils' learning is good across the school.
- Teachers place good emphasis on teaching investigative work.
- The co-ordinator provides effective leadership and manages the subject well.
- Opportunities for linking science and ICT are developing well.

Commentary

77. Results in the 2003 national tests for Year 6 pupils were above the national average and those of similar schools. Teacher assessments for Year 2 were also above the expected levels. Standards of pupils in the current Year 2 and 6 are below the national average. This is because of a high proportion of pupils having special educational needs and a large number of pupils joining and leaving school during the school years. The standards of more able and average ability pupils are as expected but a large number of pupils with special educational needs bring the overall standards below the expected levels. Years 3, 4, and 5 pupils' standards are better than Years 2 and 6 as these cohorts have fewer pupils with special educational needs.
78. Pupils make good progress and achieve well. Year 2 pupils understand that a force is required to move an object, and are learning the concept of 'fair testing' as was observed in a lesson. Year 6 have a good knowledge and understanding of the topics they have covered. They are able to hypothesise well, to adopt a rigorous scientific approach in their work, to record their work accurately and communicate reasoned explanations of what they have done. They apply literacy and numeracy skills well when they record work

and use information and communication technology to find information and record findings in graphical and table forms.

79. Boys and girls achieve equally well. Pupils who have special educational needs are well supported by teachers and teacher assistants within classes and in withdrawal groups for intensive group support. As a result their achievement is good. Pupils whose mother tongue is not English are fluent in English and their achievement is similar to their English-speaking peers.
80. The quality of teaching and learning across the school is good. Planning is effective. Teachers set clear learning objectives and pupils are aware of what is expected of them. They understand how the present lesson links to previous work. Pupils are managed well across the school. Teachers use praise and encouragement very successfully to motivate pupils. Pupils' interest is maintained by careful questioning. Year 6 pupils receive appropriately challenging work in different ability groups. Teacher assistants are used well to support pupils' learning.
81. The leadership and management of the subject are good. The co-ordinator has a good view of the working of the subject across the school and an appropriate plan for improvement is implemented. Assessment data is analysed and pupils' progress is tracked and appropriate support is provided.
82. Since the previous inspection, standards have fallen from being in line with national standards for Year 2 and above average for Year 6 to below average, this is mainly due to the increasing large numbers of pupils with special educational needs in these two year groups. The quality of teaching has improved from sound to good and as a result achievement of pupils has improved from satisfactory to good. Teaching of investigative science has also improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- There are good resources for learning, and staff have been well trained to use them.
- Direct teaching is good and this means that pupils make good progress.
- The curriculum co-ordinator gives very good leadership.
- Information and communication technology (ICT) is not yet seen as a natural part of learning by all teachers, and is not yet fully used in all subjects.

Commentary

83. Standards in Year 2 and Year 6 are in line with national expectations. Standards are improving, with pupils making good progress. Pupils' achievement is good, and they enjoy their learning. Standards in other year groups are at least in line with what is expected, and in Years 1 and 3 they are above.
84. The school has gained funding from varying sources, and spent much of its own budget to ensure that there are sufficient computers and other resources. An ICT suite has been created with enough computers to allow paired learning, and an interactive whiteboard and projector to enable whole class demonstrations. In addition there are computers in all classrooms. There is a very good selection of software and CD-ROMs to cover a wide range of skills. The school has access to high speed Internet, and this aids pupils' research. All staff, including teaching assistants, have received training in the use of ICT, and they are now confident in using and teaching the necessary skills. The technician gives very valuable support, and in ensuring that the computers work, frees up the teachers to teach, then supports the pupils in their learning. All these factors are helping to improve standards.
85. The quality of teaching is good. Direct teaching is well planned, using the national guidance, and it is given at a good pace. Teachers give clear explanations, require pupils to practise a new skill, bring them together and show them how to build on this new skill, and then give the pupils time to consolidate what they have learned. A good example of this was in a Year 5 class looking at the use of databases, where pupils were taken through the processes of how to open and change the fields in a database in a closely structured way. Teachers use a variety of devices. A very good lesson in a Year 1 class on 'getting information from sounds' involved the use of a mobile phone, a tape recorder, a digital camera, and a

computer to open an Internet program to listen to the story of Cinderella. The pupils were intrigued and confident in the use of the items they had to work with. Teaching observed in classrooms was also good and a lunchtime activity, in which pupils were learning touch-typing, was helping them to make good progress.

86. The curriculum co-ordinator has excellent knowledge of ICT and of its potential use in education. She gives very good leadership and has made very good improvement in the resources that are now available, the confidence of teachers in using them and in the width of learning opportunities for pupils. She recognises the strengths, but has clear vision of the further developments that are needed. She supports teachers well, and through this also checks on the quality of teaching.
87. The co-ordinator recognises that despite the amount of improvement that has been made since the last inspection, more needs to be done. ICT is not yet seen by all teachers as a natural part of learning. Only about half of the pupils have use of a computer at home, and this limits progress. Curriculum co-ordinators are not planning for enough use of ICT at appropriate times in all subjects. The impetus for extending use is coming from the ICT co-ordinator, rather than from curriculum co-ordinators.

Information and communication technology across the curriculum

88. There is evidence of computer use in English, mathematics, and science. The use of ICT in subjects is growing, but there is not enough to allow the pupils to make the progress that they could.

HUMANITIES

89. Work was sampled in history, but only one lesson was inspected, hence it is not possible to come to an overall judgment as to the quality of provision. From the work in pupils' books, and in the classroom and corridor displays, inspectors judge that standards are in line with those expected nationally at the end of Years 2 and 6. From an examination of teachers' planning, and photographic evidence, it is clear that the national curriculum is being covered fully.
90. There are specific strengths in teaching. Teachers arrange visits to places of local historical interest regularly and very well. Visits to Hampton Court, The Globe Theatre, and the Golden Hinde helped pupils to enter the world of the Tudors. Pupils had an intriguing visit to a reconstructed Celtic camp, where they became Celts for the day which made their learning real. They also were taken out into the playground in October to see and hear the last flight of Concorde. This is strength in teaching and helps bring about good quality learning.
91. Teachers are careful to set imaginative tasks for the pupils, making sure that they discover things for themselves, and write their accounts in their own words. All pupils are fully included in these lessons and thoroughly enjoy them. Good examples of this were 'Colchester Newspapers', produced using word-processing programs, describing the arrival of Boudicca and letters written home by Roman soldiers. By putting pupils 'into the shoes' of others, teachers helped pupils to understand what it was like to be alive at that time. These techniques also help pupils improve their writing skills. The use of writing in history is helping to raise standards in English as a whole.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Teachers plan what is to be taught imaginatively and well. They use visits very effectively to interest and involve their pupils.
- Work is well presented, and shows that pupils have been involved in their own learning, and can use their own words to write factual accounts. They illustrate their work well.

Commentary

92. Standards at the end of Years 2 and 6 are in line with national expectations, as they were in the last inspection. Pupils of all abilities make good progress, and achieve well. The curriculum covers all that the

National Curriculum requires, and teachers adapt national lesson plans to local needs well. For instance they use the local Hoe stream as a starting point for a study on rivers. Teachers also use what is in the news imaginatively as when they took newspaper and television coverage of the Iranian disaster to introduce a study of earthquakes. The quality of teaching is good with good examples of teachers using geographical terms precisely, and insisting that pupils use them correctly. Teachers use visual materials well as in a Year 3 lesson on map work and in a Year 6 class looking at coastal regions. A good feature in developing mapping skills is the practical three dimensional works done in making models of an area, then photographing them from above. Very good use of atlases, maps, and satellite photographs was made in a Year 6 class on coastal regions.

93. All pupils in Years 4, 5, and 6 have opportunities to go on residential visits, often related to geography. Year 6 are currently planning their visit to a Youth Hostel in Sussex, part of which will study the effect of rivers on the landscape.
94. Pupils have good attitudes, are interested in their work, and want to succeed. They present their work well, and describe things in their own words. This has a very positive effect on raising their standards in factual writing. Pupils illustrate their work with care and imagination and take pride in what they produce. Teachers have high expectations and pupils respond to them.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Year 2 and 6 pupils' standards meet the expectations of the Agreed Syllabus.
- Good use is made of visits and visitors to support pupils' learning.

Commentary

95. Year 2 and 6 pupils' standards are in line with the expectations of the locally agreed syllabus and similar to those at the last inspection. All pupils, including those with special educational needs, are achieving satisfactorily. Pupils who speak English as an additional language are fluent in English and achieve similar standards to their English-speaking peers.
96. Younger pupils are learning about the role of a leader within the community and through role-play showed good understanding about roles and responsibilities of Moses as a leader. Discussion with Year 6 pupils indicated that they have a satisfactory understanding of the religions they have studied. They know names of places of worship such as mosque, mandir and church and the need to be respectful towards others' way of life. They understand the message of Diwali and Easter stories. They have used videos, books, artefacts and the Internet to find information. Pupils enjoy learning about religions through stories. They understand the messages of victory of good over evil in the story of 'Rama and Sita' and of helping others, whatever colour or religion, in the story of the 'Good Samaritan'.
97. The quality of teaching and learning is satisfactory. Although only one full and a part of another lesson was observed, but the evidence was also collected from the scrutiny of work, display of artefacts and pupils' work on display and other documentation. Teachers' subject knowledge is good and they use their pupils' knowledge of their own religions to support the learning of others. In the study of Islam, a practising Muslim was invited to talk about her faith and pupils were given opportunities to ask questions and improve their learning about the religion. They also visited the local mosque. Artefacts are used well and pupils have good opportunities to visit places of worship for a range of religions.
98. Visitors are regularly invited to take assemblies, as was seen in two of the assemblies. In one assembly, the Christian teaching of Jesus dying for the sins of humanity and then coming back to life was very well dramatised. Teachers encourage pupils to reflect on their own beliefs and those of others. This makes a positive contribution to pupils' spiritual, moral, social and cultural provision.
99. Pupils' recorded work in their books shows clearly what they know and understand about the religion being studied and also indicates that their literacy skills are used well to develop their subject fully. Assessment is unsatisfactory, as procedures to track pupils' progress are not yet implemented.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

The provision for art and design is **good**.

Main strengths and weaknesses

- Above-average standards are achieved in art and design.
- Despite pressure on curriculum time there is a good amount of time devoted to the study of art and design.
- There are good cross-curricular links between art and design, design and technology and other subjects such as literacy and information and communication technology and with links with the community.

Commentary

100. The quality of teaching observed in **art** is good. The good subject knowledge, good pace and specific direct teaching of developing artistic skills really enhances pupils' learning and their enjoyment of the subject. The examination of pupils' work shows the quality of teaching to be at least good, throughout the school, with pupils producing paintings, observational drawings and work in the style of other artists to a standard above national expectations. Pupils work to an above-average standard in a variety of media, including paint, pencil, pastels, charcoal and crayons. They study and re-create painting in the style of a wide variety of modern and classical artists, and are developing a good knowledge of the different styles of different artists. This was seen in the pupils work on Picasso, Monet and Mondrian. Pupils throughout the school show a real enjoyment of art and their interest in the subject is reflected in the way in which they concentrate and strive to achieve high standards. An example of this is the very high standard of landscape children in Year 6 drew in pastels. Some of the pictures show a mature use of perspective.
101. Pupils work in art and design is often linked to other subjects in the curriculum, such as history and information and communication technology. For example, Year 1 children use the program 'colour magic' to design tartan. Children across the whole school have been involved in designing fish for a project they are working on to design a stain glass window this is being funded by a local community group and shows the good links between the school and the community.

Design and technology

102. Due to the timetable arrangements only one lesson in Year 4 was observed in **design and technology**. It is therefore not possible to make a judgement about provision. The lesson seen showed pupils were working at levels expected for their age and producing some imaginative designs for making a torch. They understood the need for a complete circuit in order for electricity to be able to light the torch. There were good cross-curricular links between their work in science and in design and technology. From the small amount of evidence available, standards throughout the rest of the school are similar to those found nationally. Evidence from displays of pupils' work show that at both key stages they are given some opportunities to design things, often linked with their work in other subjects, such as the building of a Totem pole in Year 6 to complement their written work in English.

Music

The provision for music is **good**.

Main strengths and weaknesses

- Pupils' singing is good.
- There are good opportunities for older pupils to learn to play the steel pans.
- Extra-curricular activities in music enrich the music curriculum.

Commentary

103. All pupils have access to a satisfactory music curriculum with some good elements, and attain average standards. From lessons and assemblies seen, pupils sing well from a wide range of songs from memory. Older pupils follow real music notation when learning new songs. Pupils sing well, in most cases showing control of rhythm and keeping the beat well. Older pupils, when singing in two parts, are not always able to control the pitch but certainly show confidence in attempting difficult songs.
104. In many music lessons pupils who learn instruments such as keyboards and violins are encouraged and welcomed to accompany their friends when singing. This really enhances pupils' performances. All pupils improve their listening skills because the teachers are skilled in keeping pupils interested and on task. Pupils develop an understanding of musical terms, because these are explained carefully and fully, in language that enables pupils to understand. In lessons, all pupils enjoy singing remain fully involved and the majority behave well.
105. Older pupils are given the opportunity to learn to play the steel pans and to learn to play in a group. This is good practice and pupils commented on how much they enjoy this opportunity.
106. There are many opportunities for pupils to take music into the wider community, such as singing at concerts and at the Royal Albert Hall. This enriches the curriculum which they follow.

Physical Education

107. One lesson was observed in physical education.
108. No judgements can be made about current standards in physical education due to lack of evidence. The number of lessons observed was insufficient for an overall judgement to be made about provision, standards, pupils' achievement, or improvements since the previous inspection. The school's overview of the curriculum planning indicates that National Curriculum requirements are met. In the lesson observed, teaching and learning was satisfactory. Pupils worked in groups to prepare a dance sequence of 'under the sea'. They enjoyed dancing as jelly fish, seaweed, silver fish and crabs. Their achievement was satisfactory and their standards were in line with national expectations.
109. All pupils learn to swim and have good opportunities to take part in cross-country running, football, netball and rugby clubs after school. Good use is made of outside providers to give specialist training. After-school clubs such as football coaching help develop games skills further. Pupils have many opportunities to take part in competitions with local schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

110. The school has adequate arrangements in place to ensure that pupils gain a satisfactory understanding of healthy lifestyles. Sex and drug education are taught at appropriate levels for pupils ages. Other personal and social topics are discussed in classes and in assemblies.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).